

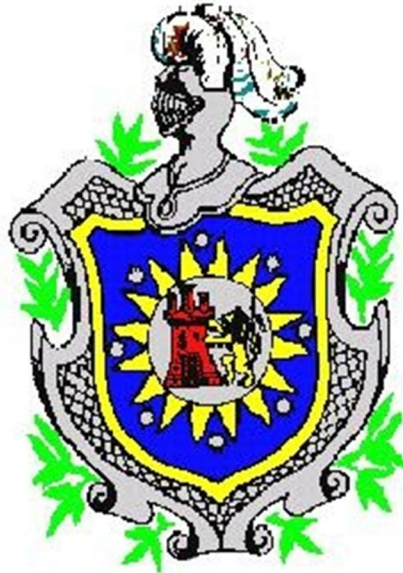
UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA.

UNAN- MANAGUA

RUBEN DARIO CAMPUS

FACULTY OF EDUCACIÓN AND LANGUAGES

ENGLISH LANGUAGES DEPARTMENT.



TOPIC: *STUDENTS DESERTION IN THE ENGLISH DEGREE IN THE FIRST YEARS AT UNAN-MANAGUA DURING THE FIRST SEMESTER 2007.*

**SEMINARIO DE GRADUACION
UNAN-MANAGUA**

RESEARCH SUBMITTED AS REQUIREMENT FOR THE B.A DEGREE
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE.

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DEDICATORY

We would like to offer this research to the most important being in our lives:

First, **to God** who has always been accompanying he and us has given us the wisdom to do our best in this research.

Secondly, **to our parents** who have always taken care of us and on whom we always depends our studies, because they have been our inspiration and the reason of our effort.

To our professors that we met along the degree at UNAN who always help us to be a better woman, man, and they have always brought us their wisdom and patient to do our work.

With so much love:

- *Karolina del Socorro Espinoza Granados.*
- *Julio Cesar castro.*

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We would like to express our specially acknowledge first place to our God, the supreme being who has been the light in the darkness and our strength in the most difficult times that we have lived so far.

To our parents that always stimulate us to continue our studies, and help us to become good professionals.

Moreover, we would like to give a special recognition to our tutor, our teachers and the students whose were willing to share their time, patience, knowledge, experiences and ideas to help us grow professionally and develop as better, more informed and mature English teachers.

To all these people we just want to tell:

THANKS FOR HELPING US TO SUCCEED AND GOD BLESS YOU!

ABSTRACT

Presently the students' desertion is a common problem in most of the education systems, so that in this research we set up three essential factors that influenced in the desertion in the first year of the English degree at UNAN-MANAGUA.

Firstly, we focus on theories which carry us to an interaction of three elements; the students' characteristics, the integration process and the students' adaptation into the social structure and finally the interaction between teachers, their rules and the work conditions. Each one of these elements have a directly effect in the students learning process.

After that, we present an analysis of the reality of the teaching and learning process at English degree, all this in order to be contrasted with the previous theories. And we could establish that the theories are really connected to the real life that students live during this process.

In this research we found that the students' environments, the role of the teacher, the family environment are directly connected because all these elements have an strong impact in the students decisions. So if the students feel fine in the educational system and the relationship between them and their parents are good, may be they can finish successful a degree.

Based on those points, at the end we suggest possible solutions or alternative advices which we consider can help to solve the problem of the students' desertion at first year of the English degree.

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INTRODUCTION

Through the years We have observed that there are many students who every year come to the university and take the degree as an English learners with the hope of four years later get their title, but many of these students just take the first semester and do not continue and this has been happening for many years ago. So we have begun this research because we will try to find the principal factors that affected into the students desertion in the first years because, in spite of that this problem is well known by the majority of the people in our society, nobody does anything to avoid it, and this phenomenon has increased for several years.

Despite of the difficulties for supporting universities studies today, it is a big problem and the students' desertion is one of the main problems that affect the states and private universities. So we consider that this research is important because we are going to bring specific data about it and the teachers can take some of the information to improve their teaching and learning process and at the same time to decrease the students' desertion.

We think that it is necessary to know the origin of the problem, so we are going to collect different information through surveys, interviews, books, internet etc. because we need to have many details that help us to do a better work.

We hope to give some suggestions and possible solutions to the English department about the students desertion, when a student starts a new course or when he / she wants to learn English to be an English teacher in the future and advices to the students in high school about the importance of learning English as a foreign language where they have to develop different skills.

QUESTION:

Which are the factors that influenced in the students desertion in the first year, of the English degree at UNAN- MANAGUA during the first semester 2007?

PROBLEM:

Students' desertion in the English degree in the first years

SUB-PROBLEMS:

1. The Ineffective teaching and low learning of English in the high school.
2. The methodology used by teachers in the learning process in the first years of the English degree.
3. The students' parents are lack of interested in motivate their sons and daughters about how important is to study and finish a degree.

HYPOTHESIS:

The factors that influenced more in the students' desertion in the first years, in the English degree were methodological, Economical and Social.

THEORETICAL FRAMEWORK.

In order to understand better the phenomenon of students desertion in the first year of English degree at UNAN- Managua. We will analyze some of the principals' factors such as familiar income, sex abilities, social and educational factors. We consider that these factors are important to determinate the percentage of students who dropped out in the English degree and why did they do it?

Around the world this is a common problem that has been taking by many researchers; however our interest increased when we took in to account that in our country there are few sources about it

KINDS OF DESERTION

We want to talk about the different definitions about desertion. The principals concepts used in this studied respond to reference terms to the international and national studies about the desertion in high education. It is necessary to take this theme from an extent conceptual perspective. Therefore, it must be consider from different dimensions that can give us the identification of the factors.

Vielka de escobar (2005) specify desertion is the abandon process, it could be voluntier or forced in the degree or because of the negative or positive influence in the students.

According to the glossary of the Iberoamerican red for accredit in the high quality , the concept of desertion is considered like a synonym of abandon which denominate as the scholar mortality that is define when students postpone, repeat or change of degree, or when they abandon their studies before obtain their title.

Many people understood desertion like the temporal or definitive suspension of their studies, but Boado consider that there are three kind of desertion:

1. Initial deserter: the student does not enrol an academic activity.
2. Advance deserter: when the student has approved more than an half of the subjects and he/ she drop out the degree.
3. Accumulative deserter: is the addition of the students who dropped out from an institution, in which they are the principal character but not only them. Their families, professors, and the administrative people, too.

THEORIES

There are many theories about the students' desertion and some of them are:

1. The theoretical model that shows Baird (1993) has three factors: intellectual, social and personal or motivational. The goals are development academic quality and the social integration of the students in the English degree and reinforce the resources for supports the students' motivation until their final successful.

Baird (1993) to achieve this proposes:

- To encourage in the students the necessity to develop the intellectual weakness though cognitive tools
- To pay attention among students and professors to secure their social integration
- To support the students motivation

Baird theory based on the motivational system, Ford (1992, page 32.) which is pointed out to the motivation and Ford of the people to reach their goals that take root in his/her confidence, security and intellectual capacity.

2. The motivational system by Ford makes emphasis to determinate the roll that play with the personal truth in the internal motivation for the person which influence in :

- The capacity to reach a goal
- The truth in the sensibility from the environment next to their effort

3. Tinto model

Tinto considers that the desertion is a process that included some socio-psychological interaction between the students and the institutional environment. He makes emphasis in: when the students get more involved into their studies, they will be more compromise with the institution and at the same time, he thinks that the teachers are a determinant factor in the social and academic interaction of the students.

The constitutions of the three models (Baird, Ford, and Tinto) carry us to the interaction of three elements:

- The students' characteristics when they come in to the system: familiars, level of motivation, place they come from and their compromise level that each student has.
- The integration process and the students' adaptation into the social structure of the institution

- The interaction among the teachers, their rules and the work conditions.

In the other words, these theories explain that the desertion is in three groups:

- a. The first one is the subjective reason (motivation, students' interest in the degree, vocation and psychological cost).
- b. The second is the external factors (work and studies at the same time).
- c. The third one is the faculty function (teachers, environment, so much theory and the labour field) because of many interviews about desertion in the degree. Most of the people think that the factors are motivation and vocational.

4. Other psychological model comes from Fishbein and Alzen (1975) by Himmel 2002 shows that when students take a decision about drop out or staying. It influenced by previous behaviour, the attitudes about the desertion, so the desertion is the results of the weak of the first goals.

5. The Elthington model (1990) talked about the achieve goals and include the perseverance, the decision and redemption.

The economic model is focus on the benefit and on the help that each institution can provide to the students. In the first case, the decision of drop out is associated with the students' perception about if they are able or not to solve the universities cost and if they have the opportunity to be benefit with the socio-economic project, or take some jobs opportunities.

6. The Bean model (1985, quoted by Himmel 2002) considers that the behavior intentions are the results of a process that is affected the students' attitudes. To this, we can add the no cognitive factors like motivation, interests, aspirations and the institutional environment, too.

7. Nora model (1990, quoted by Himmel) considers that to explain the phenomenon of desertion it must be consider the priority form that the inherent factors influence in the academic ability pre-university and that factors like the financial help, and the benefits that students can get when they really need it to continues their studies.

According to the international and Latin-American researchers background, the explicative and extent discussed models by Himmel consider that the economical factors, academics and personal could built the fundamental elements that explain the students desertion

The studies about students desertion and staying in all the different programs in the formal educative system has been realized some time ago, due to the highest rates of the students desertion. However we found this problem in a quantities form, but we did not find exactly the factors that make the students to take a decision of dropped out their studies instead of staying.

a. The pre- university factor: makes emphasis in the insufficiency of the education programs have and the objectives of the education is transmitting towards the students.

b. Socioeconomic factor: taking into account the cost of the high education many people cannot support their studies at the university level.

- c. Personal factors: one of the most important things is that students do not have vocational orientation about the right degree that they can study to avoid their downfall in their studies and lives, too.
- d. Factor time: is another factor that affect to the students because some of them have to work and study at the same time and this can be difficult.
- e. Lack of motivation: we think that in our society most of our parents do not motivate to their sons and daughter, because some parents prefer that their sons begin to work after finish the school.

THE EDUCATIONAL SYSTEM IN NICARAGUA

General description of the educational system

In Nicaragua, the educational system governed by the politic constitution. The laws of the public education, the private schools rules and the national institutions, and the colleges of second teaching rules. They involve three components.

A. Primary level teaching:

According to the constitution, the primary teaching is obligatory for all the children between 7 and 13 years old, it does not matter if they do it in private or in public school but we have to remember that the teaching in public schools must be free and for this reason many people just study at this level.

Most of the public primary schools are rural and they usually offer only the first grades, so the peasant children most of the time never arrive to the high school also at the university.

The government until now, does not do anything to intensify the educational program where it can include some components to prepare to the children for their future jobs and in this way reduce the percentage of students desertion. However almost seven to ten rural homes have low education being this the second necessity more unsatisfied among the people,

For this reason when the poverty gets stronger the children or the teenagers have to work and help to their parents, so they get involved in the employment sector and they drop out their studies.

Apparently, many people in Nicaragua stop attending school before completing the level that they have attained. Only a small percentage actually complete the level attained.

B. Second level teaching:

This level has many deficiencies according to the studies; there are problems in the building, equipment and some time people because almost 60% of the teachers are empirical. So most of the teachers are not prepared with the correct techniques for teaching at this level

The high percentage of the teachers that have lack of the specific preparation and this is one of the factors that cause the desertion. One of the most serious problems in the educative Nicaraguan sector is the inefficiency that we can see in the highest rate of repetition and desertion, according to the statistics the 20 % of the students drop out their studies in high school and in all the levels.

We must take into account that the number of variability according to the sex, economic income, rural or urban sector where they live etc. and we do not overlook that the girls are more efficient in high school than the boys.

C. High level teaching (university)

There are many places where offer this kind of teaching , but the two first universities were Universidad Nacional Autonoma de Nicaragua and Universidad Centroamericana, the last one started to work in 1961.

At this level most of the students in Nicaragua spend their money in text and materials, transport, food etc. but depending on the quantity of the money that the families have to spend, the students can or can not finish their degrees and this is must common among the poorest socioeconomic groups.

EDUCATION QUALITY

The quality of education in Nicaragua is lower for many reasons, which are included: inappropriate techniques used by teachers, the lack of didactic materials and the bad conditions of equipment, buildings etc. and all of this happens in each level primary, secondary and university, too.

Although the educational ministry has changed some programs at primary level, and the educative authorities are promoting the active learning and the development of basic abilities in math, reading and writing.

The process of change the curriculum must continue at all levels and especially in high school, because it is the base where the people acquire the most important learning process and start to build their own knowledge about anything.

Some of the problems that there are in the quality of the educational system in Nicaragua are:

1. The number of students is too lower:

According to the percentage of students' desertion in all levels, reduce the opportunities that the labour sector has to prepare.

2. Even though the narrow base of teaching and learning process has a remarkable difference, some schools have good quality in this field.

3. The teaching is too theorist (pre- university) and this kind of teaching does not prepare the teenagers to incorporate them into the labour market. Moreover, most of the graduated from high school never enrol in the university.

4. Lack of didactic materials and text books:

This problem is more common among poor children and rural sector. According to the experts in this area, an indicator of a good quality in the education is when the students have a good quality in their textbooks, too.

However, the lack of textbooks in Nicaragua in every level of the education is a problem. It linked with the economic factor, so this affects the learning process seriously.

5. The quality of personal resource

Another factor that affects the quality of education in Nicaragua is the low quality of the teachers, and this is happening due to the majority of the teachers is in the empirical sector and they do not have the right pedagogical preparation.

The educational system is in front of a big difficulty, this degree does not attract good candidates to this profession, because many of the teachers have two jobs.

The basic pedagogical capacity of the empirical teachers generally is not enough to create high level in the academic results.

So improve this quality, it must be one of the main goals of the government, and continue rising the percentage of the teachers that need to be qualified to increase the quality, too.

The government needs to be focus on the results and try to improve the quality of education and in the teaching – learning process and in this way reduce the repetition and desertion in the educative system.

LANGUAGE BACKGROUND

One of the problems that students have when they are going to select a degree is the lack of vocational orientation although it has been implementing until few years ago. There are many students whose come at the university and they do not have a specific direction of the degree that they want to study and that factor is important because there are students whom choose a degree that they do not want and this could be a factor of desertion.

Many students come every year at the university and select the English degree, because they just want to learn English, but most of them just know about English, what they recieved in Secondary School.

Moreover, they did not learn too much about English skills because they just learned some structure and we think that have previos knowledge about the language it must be a pre-requisite to come into the English degree.

Most of the students when start their studies in the English degree, they think that they are going to learn English just to communicate but they are not clear about the learning goals of this profession. Therefore, they begin their studies thinking in English as a second language but they do not think that in the future they are going to transmitt this knowledge as an English teacher.

STUDENTS ENVIRONMENT

The students' environment for learning English is very important because it contribute so much in the learning process, where the teacher have to take into account that this is an individual process though stage of physical, intellectual, emotional and social development that they have to be unique.

The teacher must remember that the Learning is a natural process of pursuing personally meaningfull goals and it is a process of discovering and constructing meaning from information and experiences.

The function of the environmental factors are facilitated by social interaction and communication with others that have some aspects in common like the age, culture, interests and familiar background.

Some students feel frustrated because they do not have certain English level as their classmates because of the competence among the students, due to the different levels that students have in English as a foreign language in the classroom, and this has a meaningful influence in the desertion. But we can not forget that one of the most important elements in the students environment is the teacher who has to fight for create the most suitable atmosphere where the students express ideas , debate viewpoints, practice values, positive attitudes and good habits.

So the environment of an English class it must be comfortable where the student can feel motivate by the teacher to participate and to improve their english and where they have the opportunity to share, negotiate and interact in real-life situations in meaningful way with meaningful things.

TEACHER METHODOLOGY

All the aspects revealed that the teacher's methodologies have been traditional for along time, the educational labour, and the poor social development have had an important effect in the students' desertion, because we as English teachers have a great responsibility to our society but until now the English teaching –learning process has just been theory and mechanical in high school.

Moreover, when the students start in English degree this process is difficult because they do not know how to develop the English skills and some teachers do not take into account that there are students that have poor English knowledge and they need to be patient to help this kind of students develop as many skills as possible.

The teachers must be conscious that “to teach is to touch a life forever “ So how are the teachers going to prepare and implement a program?, we think that we teachers just need to read the theory written by experts and researchers and then incorporate it into our own teaching situation, so the teachers need to prepare the students to become good professionals .

Therefore, the teachers have to take theory and try to become well-informed teachers to be able to make well-informed choices in terms of proper lesson preparation, appropriate teaching techniques, meaningful teaching materials, and valid real practise.

All the teachers need to be clear that a teaching situation should pose particular challenges because the teachers have in their classroom diversity of students' behaviour, learning styles and interest.

THE ROLE OF THE TEACHER

The role of the teacher in the teaching- learning process is very important at all levels because he/she is the active facilitator of a communicative process among all the learners. Moreover, in order to help the students the teacher must bring the class together in ways that are not only educational but also fun and appealing to different types of the students.

The role of the teacher has been traditional for along time. The traditional teacher-centered classroom need to be reevaluated and the more current approach, a learner-centered classroom, may just be the new option.

The constructivism said that this model create a sense of autonomy in the student's learning process and motivate them to learn and improve their English, because the learners need actively construct their knowledge when they have to assimilate new information to simple, pre-existing notions and then they have to modify their understanding in light of new data.

Beginning students are highly dependent on the teacher for model of language but then the teachers' role is coach, mediator, strategic to make the English learning process fun.

Like a teacher's relationship with his/her students much of the growth of a garden, a gardener needs to ensure that the soil is rich and an ESL teacher needs to make sure that his/her classroom is language rich.

The teacher must be dynamic to motivate his/her students during the teaching-learning process, according to the constructivism researchers and writers like Sharon Rallis and Gretchen Rossman.

“Being a good teacher, now require taking on new roles” to ensure that students learn, dynamic teachers adopt no less than seven roles:

1. “The Moral Steward” recognizing the worth, capabilities, and right of their students
2. “The Constructor”, who understands the subject matter and knows different ways to teach it in order to accommodate students various ways of learning,
3. “The Philosopher”, who reflects critically about what is and is not working in the classroom and makes midcourse corrections as necessary,.
4. “The Facilitator”, creating conditions in which students feel safe to take risks, make mistakes, and have time to try again
5. “The Inquirer”, who depends heavily on assessment to find out what students have learned and what they need to learn more about.
6. “The Bridger”, a partner with parents, others teachers and the community to ensure that their classrooms are responsive to the communities needs and wishes.
7. “The Change maker”, actively pursuing change in classrooms, schools, districts, professional associations, and policy arenas.

“Teacher must conduct efficiently and meaningful dry presenting Lexical items and grammar points, introducing and practicing communicative structure, body language etc”.(learner autonomy and cooperative English teaching , forum 33, p 35, David Cross)

Although there are some people, who will argue that constructivism does not provide a model for implementation, numerous researchers, educators and authors are actively engaged in using constructivist principles to design and implement new learning environment.

Therefore, a constructivist is perspective view teacher that needs to be a learner and a researcher, to strive for greater awareness of the environment and the participants in a given teaching situation to continually adjust their actions to engage students in learning, using constructivism as a referent.

HOME ENVIRONMENT

“The family is the first space of the students’ socialization and at the same time it constitutes the connection between the different educational institutions in which the learners participate, including the most important of them: SCHOOL (Colindres A., 2002 p.53)

Parents must stimulate individual responsibility, independence, and self-confidence in their sons and daughters because the home environment influences directly on the learners behaviour. It means that the family and the school share a common purpose, children formation and socialization.

However today parents are not interested in their children motivation and we think that this is a reason why many students at first year in the English degree drop out from the degree because they do not have a strong motivation in how important is to began and finish a degree.

Therefore, the home environment is very important in the learning process because if the students are comfortable at home, their learning can end in an academic success.

The family and the school, these two influence system need to go hand in hand to make sure stability and balance in the students’ education. But the parents need to know how important is to express interest in what their sons and daughters do, say and want and this can permit a good interaction among students, parents and teachers.

A factor that parents and teachers must not forget is the importance of the motivation in the teaching and learning process, which defined as something that energizes and direct a determined behaviour, and this should make use by the parents and teachers.

We are clear that all of these elements like students environment, teacher methodology, the role of the teacher, and the familiar environment are connected one to each other and this is the reason why we think that they need to work together to do a better job. While these factors are working to the students, become good professionals we think that the students' desertion is going to decrease.

ANOTHER FACTORS THAT INFLUENCED IN THE STUDENTS DESERTION

There is another factor, which is absenteeism this occur students who prefer to work instead of study. Then they do not have time to study because these students have to work full time and sometimes they have something to do so they do not go to the classes and they prefer to leave the class instead of talking to the teacher.

Therefore, desertion just known by the high percentage of students that drop out their studies and because of this the students and the institutions lose a lot of money. In the students, this causes low self-esteem; lose of money and students frustration. In another hands the institutions and the teachers lose their time, effort and resources where they invested to the students' development (Allan and Dary 1999).

The rate of desertion from the beginning of the program is refers to the percentage of students who drop out the different degree from the number of students enrolled. Among the factors that we have identified in the students desertion is:

- 1) Psychology: the lack of self-esteem, insecurity, pessimism and failure feeling, fear etc. (Allan and Dory 1999)
- 2) Social integration structure: this factor represents a determinate difficulty when students decide to drop out their studies because many of them have problems in the attendance of the classes, groups' homework, which is crucial in the teaching- learning process. This aspect is known as a lonely step with out of friends help and the friends' interaction (Bowen and Rudenstine 1992).
- 3) External factors: The economic factor that is a problem and that exist in most of the families is so important because this factor affects directly the students of the different degrees of professional education.

The financial pressure makes that students be in from of more labour responsibilities which most of the time makes that students take a decision of dropped out their studies.

- 4) Institutional factor: the studies show that the little attention bring from the teacher to the students in the learning process is one of the major factors because the students need to be orientate, be guide in a new learning process.

HISTORICAL BACKGROUND

The first UNAN begun in Leon city, and it had branches offices in Managua, Carazo and Esteli. In 1982 by a decree, UNAN was separated in two parts, UNAN- Leon and UNAN- Managua, the other offices disappeared.

The UNAN began with science of education and journalism, The English department of the faculty of humanities was founded by LIC. Alfonso Bonilla as headmaster and it was located near of the Margot theatre in Managua city. In 1969 all the degrees were in different places from the capital but then were moved to the "RUBEN DARIO" campus, where they are now.

The English department created by a necessity to prepare to the empirical English teachers because at this time most of the teachers were not graduated and based on this the Saturday courses were opened to make rapidly the students ending.

There were many people that made possible that the quality of the English department increased through the years, here you are some of these people: LIC. Alonso Bonilla, Mr. Francisco Betancourt, Mr. Edgerton Blake Campbell, Mr. Nassere Habed Lopez, Dr. Norman Zif and others.

According to the history the UNAN has been changing its curriculum to create more opportunities to everybody can study what they want or what they need.

JUSTIFICATION

We have taken this topic because we are interested in finding out the factors why many students drop out in the first years, in the English degree.

“The future of our country is in our hands” from this proverb, we are worried about the percentage of students’ desertion in the English degree at UNAN- MANAGUA. For this reason, we have undertaken to seek the factors that influenced in this phenomenon.

Because we want to make that the teachers and students be aware of the most common factors and they can take into account the real situation when they have to prepare a lesson plan or a teaching situation to increase the quality and to be more effective in the teaching and learning process.

We hope that our work can be taken for educational authorities and they can give solutions to the problem, trying to improve the teachers’ methodology to motivate the students. However, we think that this change must begin in high school. Therefore, when the students come to the university they have good knowledge of English as a foreign language and they know the importance that English has today in our society.

In this way, we hope to find the percentage of desertion. It can be lower in the future than now.

GENERAL OBJECTIVE:

To determine the principal factors that influenced the students' desertion in the first year, of the English degree.

SPECIFIC OBJECTIVES:

1. To identify the causes of the students desertion
2. To make the teachers and students aware of the most common factors that influenced in the students' desertion.
3. To analyze the factors that influenced the students' desertion in the first years in the English degree.
4. To determine the percentage of desertion acquired in the first semester 2007.

VARIABLE	SUB-VARIABLE	INDICADORES
<i>G E N E R A L I N F O R M A T I O N</i>	AGES	20-25_____
		26-30_____
		31-35 _____
		35 more _____
	SEX	Female _____.
		Male _____
	STATUS	Single _____
		Married _____
		Divorced _____
		Separate _____.
		Widow _____
	FAMILY MEMBERS	Nº _____
		Parents _____
	LIVE WITH	Alone _____
		Husband / wife _____
		A friend _____
		Uncle / aunt _____

VARIABLE	SUB-VARIABLE	INDICADORES
E D U C A T I O N A L S I T U A T I O N.	Knowledge of the English language.	A little_____
		Very little _____
		Some _____
		Much _____
		A lot _____.
	Teachers methodology	Excellent _____
		Very good _____
		Good _____
		Deficient _____.
	Teachers explanations	Enough _____
		Not enough _____
		So so _____
		Do not understand__-
	Skills development,	Listening _____
		Speaking _____
		Writing _____
		Reading _____

VARIABLE	SUB-VARIABLE	INDICADORES
S O C I A L S I T U A T I O N.	OCCUPATIONS	WORK Yes _____ No _____
		STUDY Yes _____ No _____
		WORK AND STUDY Yes _____. No _____
		Excellent _____ Very good _____ Good _____ Deficient _____.
		Far _____ Near _____
		Enough _____ Not Enough _____ Nothing _____
	ECONOMICAL INCOME	
	DISTANCE FROM THE UNIVERSITY	
	TIME TO STUDY	

MethodOLOGical deSIGN

PROCEDURE, POPULATION AND SAMPLE

Through all long of the research process, we have executed different strategies like interviews, and survey that helped us to facilitate you the information collected by all of them.

Our first steps were to outline the problem and then divided it into sub-problems, and began our research work obtained information from different sources like book, monographs, internet and others.

The participants of this study were 60 students from the first years of English degree in all the English courses; morning, afternoon and Saturday shifts and six teachers. The teachers have been teaching English at UNAN for many, many years ago. In addition, for them teaching is something that they really love to do it.

We try to do the procedure in both qualitative and quantitative research methods to get as many specific data as possible, to give credibility and objectivity to our work and we used two methods surveys and interviews.

After gathering the surveys and interviews, we continue to process and analyze the information that is going to be representing in the following way:

- The information will be explaining in paragraphs for better understanding.....
- Each explanation will be represented in a detailed graphics.

a) Interviews

We asked to six teachers about aspects such as methodology, motivation, experiences and factors that they believed that influenced in the students desertion in the first year of the degree.

Because we wanted to obtain teachers criteria about this phenomenon, that affect directly in the English degree, and the teachers considered that to teach at first level is a good experience but sometime difficult because most of the students have low knowledge of the language and the teacher must be patient to help the students to adapted to the university.

According to the interviews, teachers think that the factors that influenced in the students desertion were personal problems, lack of money, they discover that English is too difficult to them or they do not want to become to be teachers and illness.

The majority of the teachers expressed that they try to improve their methodology using different strategies to motivate the students in the teaching –learning process and to help their students to development the different English skills and sub-skills.

b) Surveys

From 151 students of the first years of the English degree at the UNAN-MANAGUA that is equal to a 100%of them, 60 students of them were surveyed (35 were females and 25 were male) in other words it is equivalent to 40% of the students. We asked to the students about many things like their economical situation, their English level when they came in to the university, teacher methodology, and the reasons, which the students dropped out from the degree and their skills difficulties.

More than half of the students (34) answered that they did not study English before starting the degree and 23 of them were women and in the case of the boys, the percentage is higher because 14 of 25 studied English before.

From the question about the teachers' methodology, the most of students considered that this is **good with 45%, very good 40%, excellent 13% and deficient 2%**. These percentages told us that the majority of the learners think that the teachers' methodology, it is not enough for them and they really need more than this.

Moreover, we think that when the teachers prepare a teaching situation they must take into account that for some students is more difficult than for another, and they have to be patient, to help the students to adapt well into the university.

Discussion of results

With this research, we pretended to find the principal factors that influenced in the students' desertion of the first year in the English degree and according to the collected information from the books, monographs, documents, surveys and interviews , we are ready to show you which are they.

First that all we want to talk about the ineffective teaching of English in high school and according to the question “**how do you classify English in secondary school? And Why?**” the students answered **bad in a 65%, very bad 20% and good 15%** then they said that these opinions were because they did not learn too much, the teachers methodology did not motivate them, the teaching –learning process is mechanical and they did not developed all the English skills.

The students think that **the methodology used by teachers** in the first year of the English degree is not enough to motivate them. Moreover, they do not avoid that students drop out from the English degree. The percentages of this question **were excellent 13%, very good 40%, good 45% and deficient 2%**. Some students think that the teachers need to be more flexible to give them an opportunity to develop the English skills and sub-skills in a gradual form, where they can feel self-confident in class, it does not matter the level that each student have in the classroom.

About the parents motivation we found that most of students do not feel that their parents do this in a strong way, so they feel that if they decide to stay or drop out from a degree is an own decision. Moreover, when the economical factor enters in this process is something that they can take or no.

About the question, “**How is your economical situation?**” The students' answers were **excellent 1.5%, very good 1.5%, good 42%, bad 45% and bad 10%**.

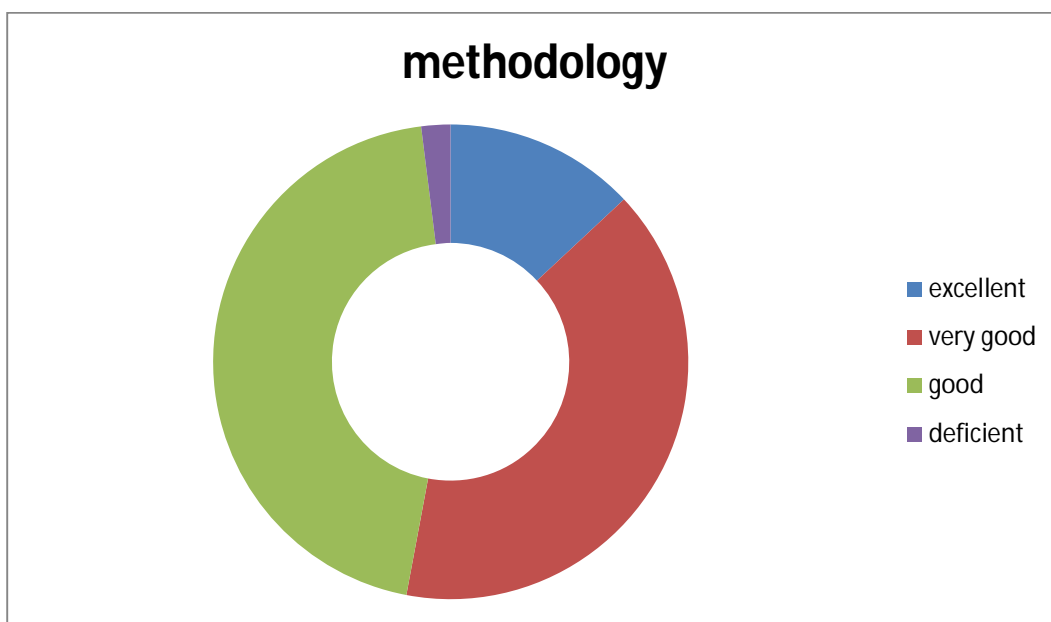
The results of the present study present several factors that influenced in the students desertion in the first semester of this year. In fact the role of the teacher and the role of the students in this phenomenon have and important consequence, the fundamental factors are:

- **Teachers methodology:**

There is a clear application of inappropriate teaching methods and lack of an effective relationship between the teachers, students and parents.

It is convenient to make emphasis in the weak interaction and communication that there are in the classroom, where there are many teachers that continue teaching a traditional way, when the learners need more than that. Teachers have to remember that change the students' world-view require work, students learn better by doing, and that students learn from each other as well s the teacher.

Methodology used by teachers?

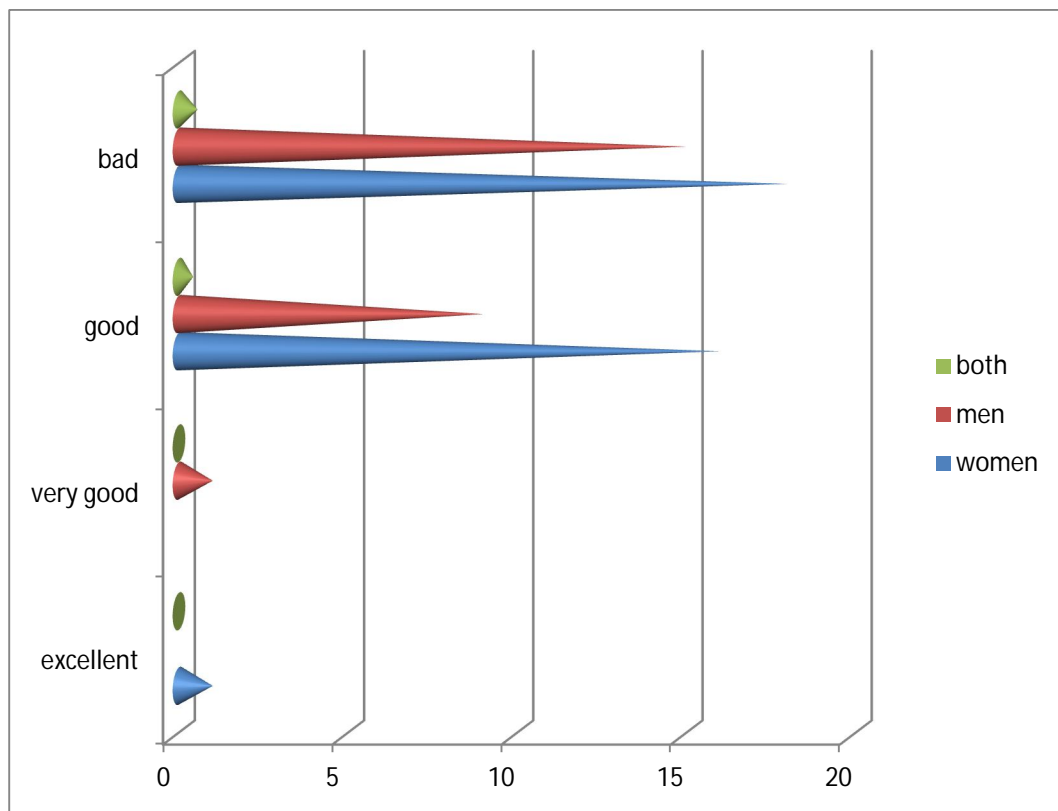


- **Economical situation:**

Evidently, this element is common in all the people. In addition, this has elements in common like context, place where the students live, life styles and schools goals.

We cannot omit the low salaries the parents earn, which means that their Sons and daughters have to work to support their studies in the university. On the other hands, some students must work to help their parents in their efforts to achieve a better life style. So many of the students prefer work instead of continue their studies.

How is your economical situation?



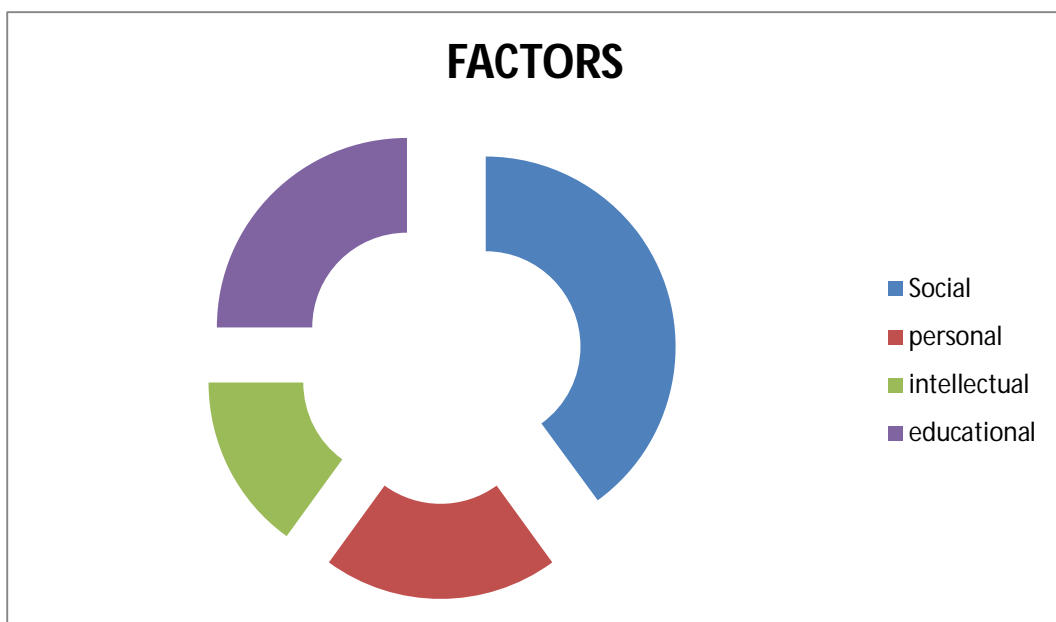
- **Social factors:**

As the Baird model said, there are three factors intellectual, social and personal. Moreover, we want to make emphasis that this element is base on the social integration of the students.

The different results show us that students, home and classroom environment are important factors that the teachers can take into account to the students desertion decrease year by year.

In fact, the attitudes adopted by the students in any situation have an important influence in the students' desertion like:

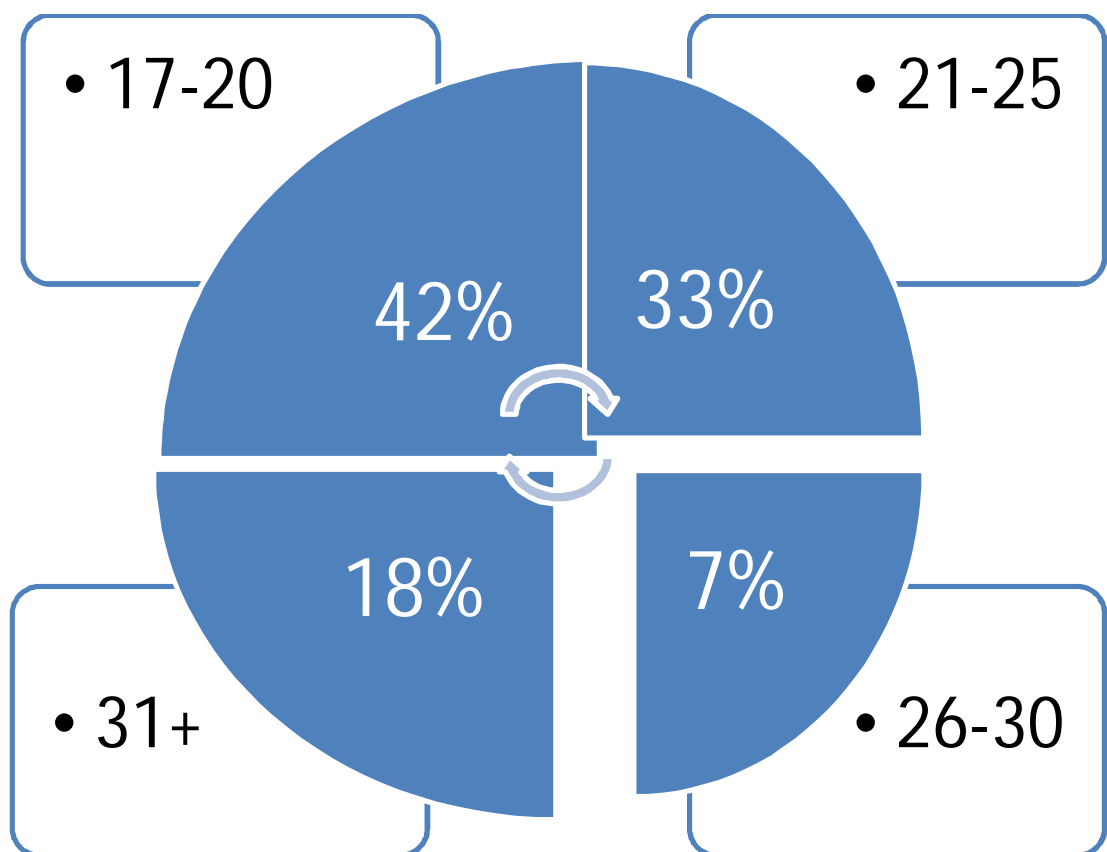
1. Affective area or parents and children relationship
2. Elements of motivation (teacher, parents, classroom conditions, etc)
3. Educational contexts
4. The family role during the teaching –learning process



AGES

In this picture, you can visualize that there are different ages in which the people are. This percentage represent to everybody from the different shift (morning, afternoon and Saturday) who participated filling our survey.

In the graphic we have that the majorities of the students are young among 16-20, follow for students from 21-25 and the others.



SEX

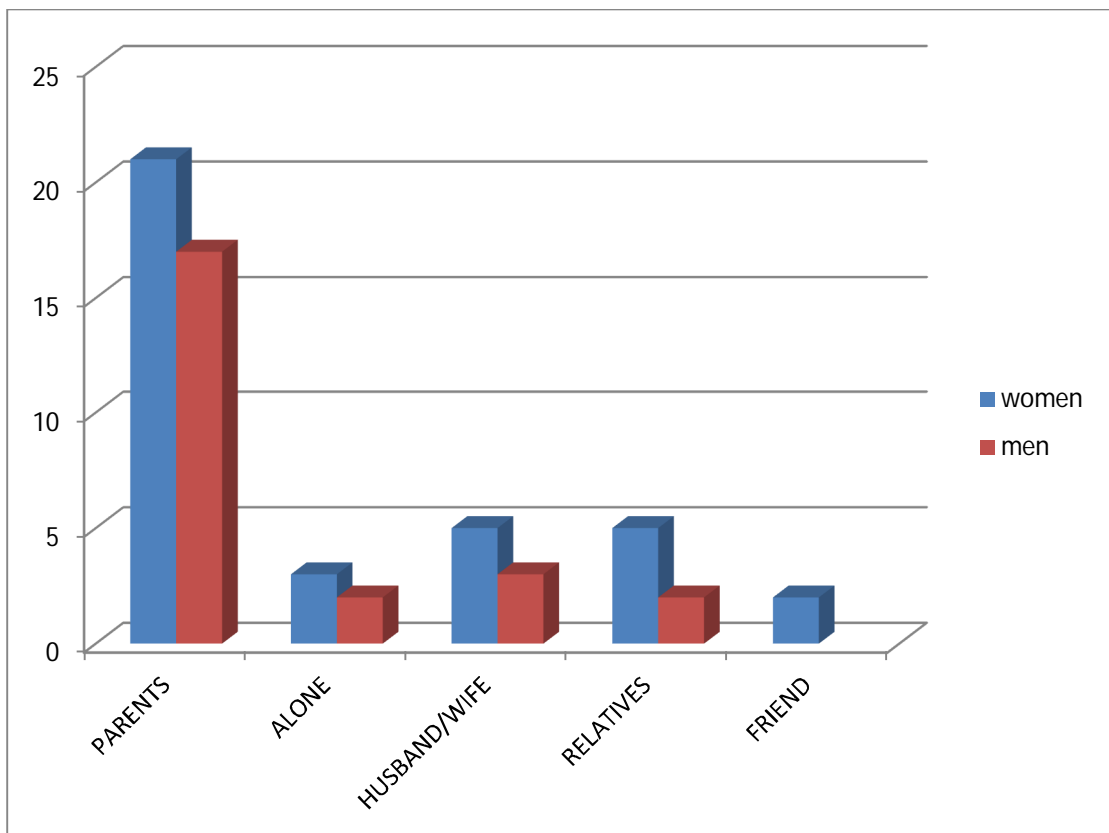
From 151 students enrolled in the first year of English degree at UNAN-MANAGUA and from the different turns like morning, afternoon and Saturday shifts. They were 60 students (10 from each first year) who helped us to get important information about students' desertion, the most of them were women (58%) and the (42%) men. as you can see in the following graphic.



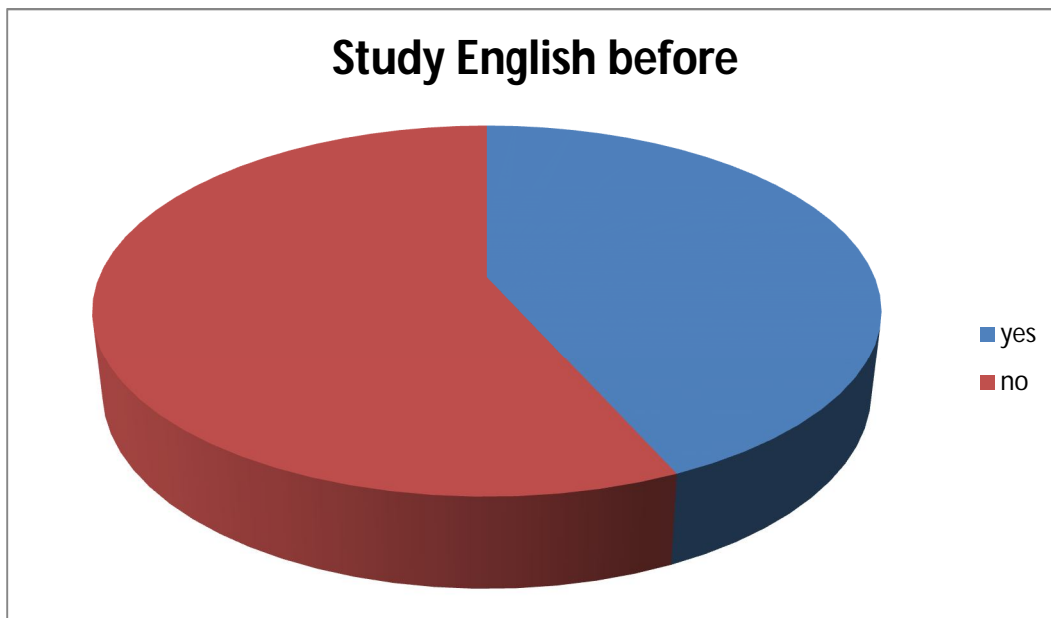
LIVE WITH

Most of the students wrote in the surveys that they still live with their parents and we must take in to account that there are students from the Saturday courses that have their own family and live with their parents; in addition, this is not just for students from the morning and afternoon shift.

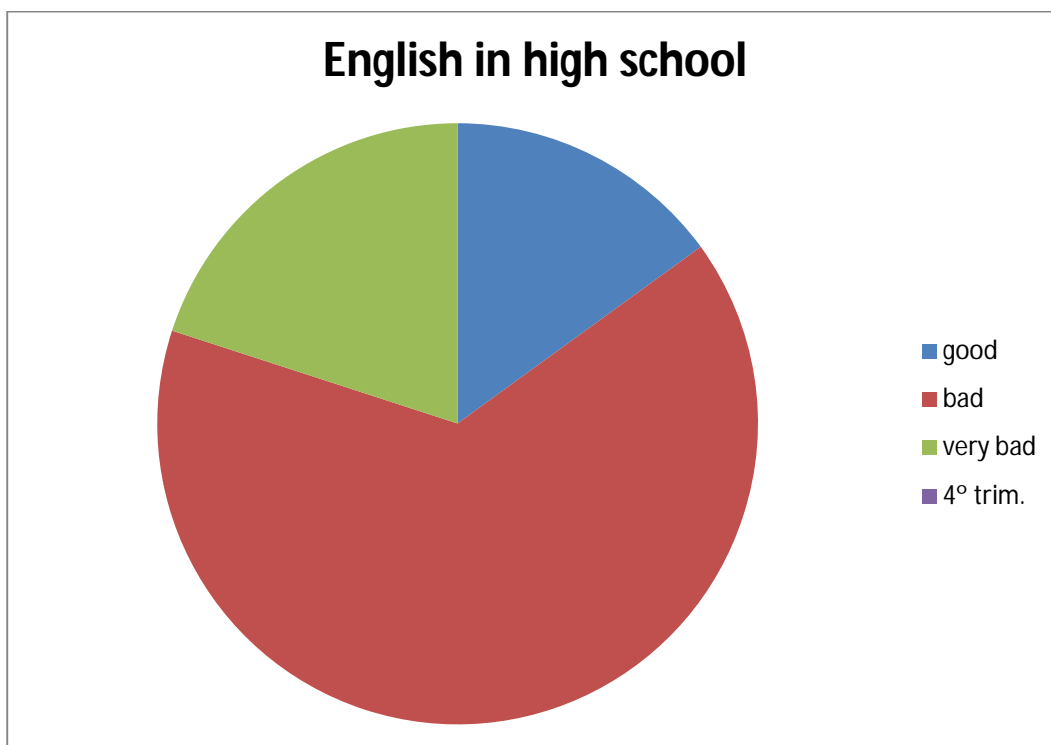
Therefore, we think that this is one of the causes of economical problems because most of them do not have money to pay a department or rent a house for this people cannot live long from their parents' house. The percentages from this question were parents (63%), alone (8%), husband/wife (13%), relatives (13%) and friend (3%). Therefore, we want to represent this in the following picture show the women in one colour and the men to another.



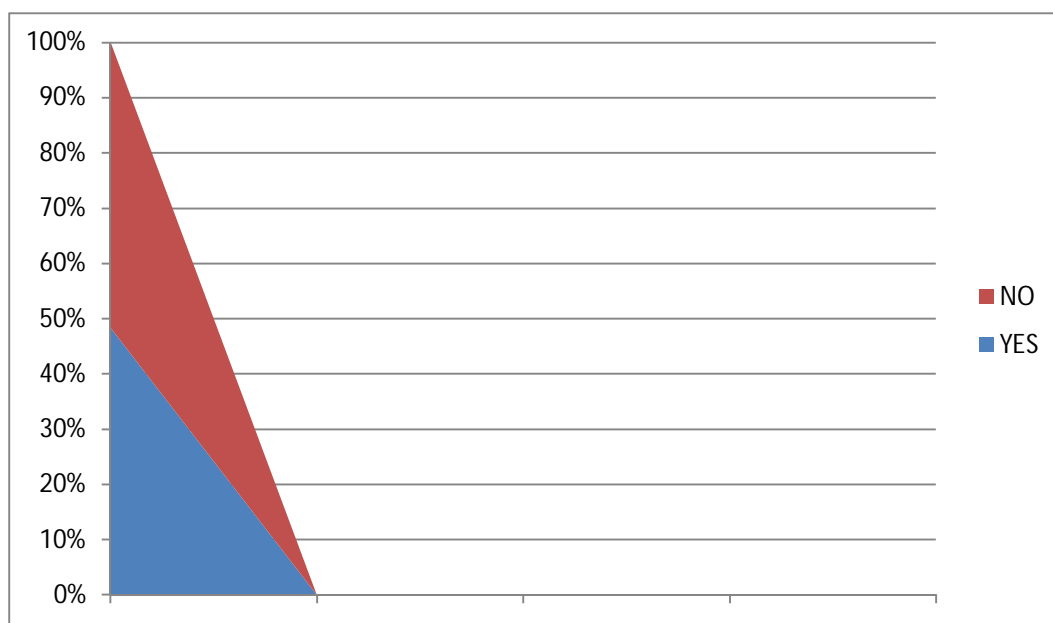
Did you study English before start a degree?



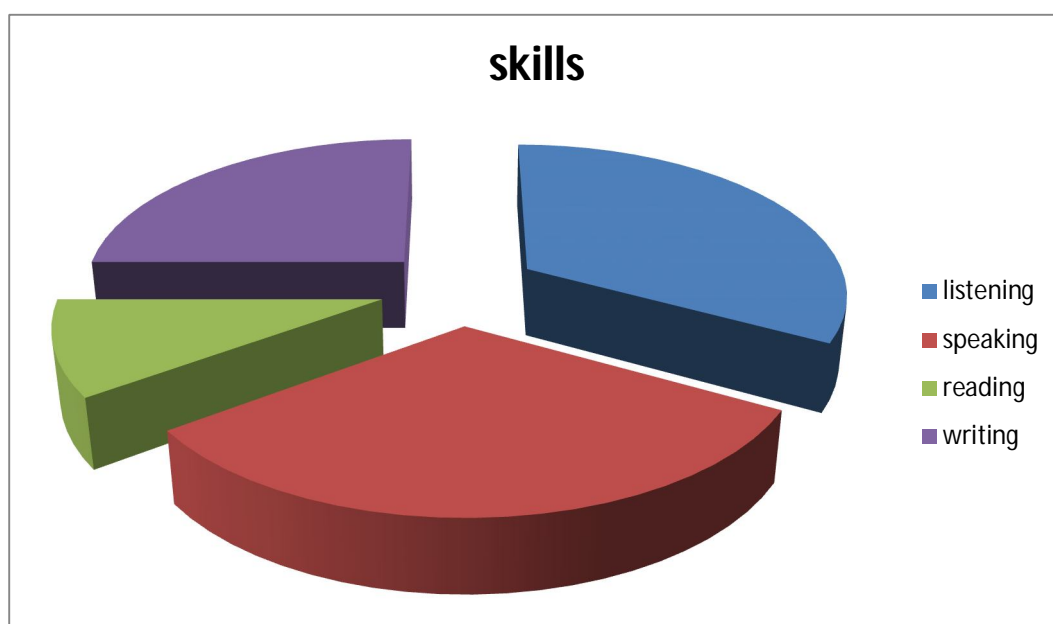
How do you classify English in secondary school?



Do you have any problem in getting didactic material?



Skills difficulties



ConClusions

After we have analyzed all the resources, this research seems to show that the students' desertion is part of the reality of first years in the UNAN-MANAGUA in the English degree. Moreover, according to the collected data the problem has its origin in the teachers' methodology, economical situation and social factors, too.

We cannot forget that in the teaching –learning process, there are two principal elements, the teacher and the students who have a specific role during the process. We as teachers have to reflect in the way that we are teaching English as a foreign language.

The teacher methodology has an important influence in this problem because the teacher has the responsibility of keep the students interested in their subject and motivate them to bring a better learning process.

From this point of view, we must take into account that many other factors that influenced in the students desertion like boring classes, family problems, and in adaptation of the students.

It is clear that the students are demanding urgently a better teaching-learning process from high school to the university in the English learning process. They emphasize their necessity of time to study, the motivation from their parents and teachers.

RECOMMENDATIONS

Taking into account the results of this research, we think that it is convenient to mention some useful and meaningful advice that we consider necessary to the percentage of students desertion decrease every year in the English degree, lets us see.

1. The students need to be clear about the English degree goals because most of them do not have idea about it and it is necessary to each student know that is for becoming English teachers.
2. Develop attitudes within the teachers and students those help them to be more self-confident in the classroom.
3. We think that if it is possible to bring to the students of the first year a previous English courses to they improve their English skills or to place them according to their level.
4. Organize groups where the students can improve the English skills when they have problems like a study groups and this could be implement it into the students' schedule.
5. Train the teachers in the application of active and participative methodological proposal to improve their teaching and at the same time the learning process, too.
6. That the English department make emphasis in the didactic subject to the English teachers can improve their teaching process.
7. Teachers can create and preserve a suitable environment in and out of the classroom to carry out efficiently the teaching-learning process.

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Annexes

Dear teachers:

We have elaborated these questions with the purpose of acquire some data about the problematic of students desertion, so we hope to take the two point of view yours and the students, too.

1. Do you like to work as an English teacher?
2. How long have you taught English at UNAN-Managua?
3. What materials do you use to teach English?
 - English books_____.
 - Pamphlets_____.
 - Guides_____.
 - Type recorders_____.
 - Television_____.
 - D.V.D_____.
 - Others _____, specify_____.
4. What experiences have you had in teaching English in the first years of English degree?
5. What do you think about the level of English that students have in first years?
6. According to your own experiences, do you consider that it is very important that the students of first year in English degree receive previous English courses, why?
7. What kind of activities do you use to evaluate the students development in English skills?
 - Listening
 - Reading
 - Writing
 - Speaking
8. In your opinion which are the factors that influenced in the students to they drop out in the first year of the English degree
9. What do you do to motivate your students in class?

SURVEY

Dear students.

The present survey has been elaborated with the purpose of acquire data about the problematic of students desertion in the first years; therefore we solicitude to you that you answer this survey .

General information:

1. Sex. Male_____. Female_____.
2. Age. 16-20_____. 21-25_____.
 26-30 _____. 31-more_____.
3. Status. Single_____. Married_____.
 Divorced _____. Separated _____.
 Other _____.
4. Number of children _____.
5. Who do you live with?
* Parents _____. *Alone _____.
*Husband/ Wife _____. *A friend_____.
*Relatives_____.
6. Do you like English? Yes_____. No_____. Explain.
7. Did you study English before? Yes_____. No_____.
8. What do you think are the factors which influenced in the students desertion in first year of English degree?
9. Do you have any problem in getting didactic materials, assigned by the teacher?
 * yes_____. No_____. Explain

10. How is your economical situation?

- a. Excellent_____.
- b. Very good_____.
- c. Good_____.
- d. Bad_____.
- e. Very bad_____.

11. Your opinion.

A. The methodology used by the teacher is? Explain.

- a. Excellent_____.
- b. Very good_____.
- c. Good_____.
- d. Deficient_____ -

A. Do the family problems cause any negative effect in your studies?

*yes _____. No _____. Explain.

B. Which is the English skill more difficult for you?

* Listening,
because_____ -

*. Speaking, because
_____.

* Reading,
because_____.

* Writing,
because_____.

C. What do you think is the main reason why so many students quit the English degree?

D. How do you classify English in Secondary School? Why?

VARIABLE 1

AGES	17-20		21-25		26-30		31-+		TOTAL		%	
STATUS	F-	M	F-	M	F-	M	F-	M	F-	M	F-	M
SINGLE	17	8	11	9	1	1			29	18	83%	72%
MARRIED							6	6	6	6	17%	24%
SEPARATED									-	-		
OTHER										1		4%
TOTAL									35	25	100%	100%

SHIFT	MORNING		AFTERNOON		SATURDAY		TOTAL		%	
SEX	F	M	F	M	F	M	F	M	F	M
	15	11	6	4	14	10	35	25	100%	100%

LIVE WITH	MORNING	AFTERNOON	SATURDAY	TOTAL	%
PARENTS	20	9	9	38	63%
ALONE			5	5	8%
HUSB/WIFE			8	8	13%
FRIEND	1	1	-	2	3%
RELATIVES	5		2	7	13%

VARIABLE 2

SHIFT	Study English before		Teacher methodology				Skills difficulties			
	Yes	No	E	V.G	G	D	S	L	R	W
Morning	11	15	2	9	14	1	10	10	1	5
Afternoon	4	6	3	6	1		3	6		1
Saturday	11	13	3	9	12	-	6	10	6	2
TOTAL	26	34	8	24	27	1	19	26	7	8

CHRONOGRAM

ACTIVITIES PER WEEK	August			September				October				November	
	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd
Theme and problem	11 st												
Sub-Problem		18 th											
General objectives													
Specific objectives													
Hypotheses													
Justification			25 th										
Introduction													
Chronogram													
Historical Background				1 st									
Theories					8 th	17 th							
Methodological design							22 nd						
System of variables and indicators							And						
Guiding Questions							29 th						
Population Sample													
Discussion of results								6 th	13 th				
Pre-Defense											27 th		
Conclusions and recommendation												3 rd	
Bibliography and annexes													7 th

CORRISPONDENTE AL SEMESTRE 1 DEL 2007

IDIOMAS

[illegible]

FECHA: 21/02/08

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
CENTRO DE INFORMATICA
MATRICULAS TOTALES POR TURNO Y CARRERAS

CORRESPONDIENTE AL SEMESTRE 1 DEL 2007

Página: 2

FACULTAD: EDUCACION E IDIOMAS

	-----MATUTINO-----						-----VESPERTINO-----						-----NOCTURNO-----						-----SABATINO-----										
CARRERA	I	II	III	IV	V	VI	TOT	I	II	III	IV	V	VI	TOT	I	II	III	IV	V	VI	TOT	I	II	III	IV	V	VI	TOT	I
BIOLOGIA (EDUCACION)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
INFORMATICA (EDUCACION)	0	0	0	0	0	0	0	49	53	31	36	33	0	202	59	46	54	38	53	0	250	0	0	0	0	0	0	0	
EDUCACION COMERCIAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38	0	30	23	33	0	124	0	
INGLES (EDUCACION)	51	52	34	27	21	0	185	48	0	24	17	13	0	102	1	0	0	1	0	2	70	76	54	75	82	0	357	0	
FILOLOGIA Y COMUNICACION	48	56	55	51	83	0	293	55	43	32	0	0	0	130	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TRADUCCION FRANCESA	38	34	42	19	0	0	133	0	0	0	0	20	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
FRANCES	0	0	0	0	0	0	0	37	31	16	16	13	0	113	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TURISMO SOSTENIBLE	0	0	1	0	0	0	1	50	52	50	54	94	0	300	0	0	1	1	2	0	4	0	0	0	0	0	0	0	
TOTAL.....	157	156	132	119	111	0	675	324	217	183	144	198	0	1066	60	46	55	39	56	0	256	435	419	376	414	537	1	2182	0
TOTAL MATRICULADO.....	4179																												

TOTAL..... 157156 132 119 111 0 675 324

TOTAL MATRICULADO..... 4179



CORRESPONDENTE AL SEMESTRE 2 DEL 2007

IDIOMAS

[illegible]

.....	103	95	73	60	23	0	354	239	165	178	82	80	43	39	31	48	215	385	379	384	406	454	2008	0	0	0	0	0
CULIADO.....	3380																											



FECHA: 21/02/08

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
CENTRO DE INFORMATICA
MATRICULAS TOTALES POR TURNO Y CARRERAS

CORRESPONDIENTE AL SEMESTRE 2 DEL 2007

Pagina: 2

FACULTAD: EDUCACION E IDIOMAS

	-----MATUTINO-----						-----VESPERTINO-----						-----NOCTURNO-----						-----SABATINO-----										
CARRERA	I	II	III	IV	V	VI	TOT	I	II	III	IV	V	VI	TOT	I	II	III	IV	V	VI	TOT	I	II	III	IV	V	VI	TOT	I
QUIMICA (EDUCACION)																													
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	22	20	0	44	0
BIOLOGIA (EDUCACION)																													
	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	52	36	31	30	48	0	197	0
INFORMATICA (EDUCACION)																													
	0	0	0	0	0	0	0	48	46	26	28	27	0	175	54	43	39	29	42	0	207	0	0	0	0	0	0	0	0
EDUCACION COMERCIAL																													
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	1	30	23	33	0	116	0	
INGLES (EDUCACION)																													
	52	47	33	25	12	0	169	36	0	23	11	8	0	78	0	0	0	0	3	1	4	63	69	61	76	89	1	359	0
TRADUCCION FRANCESA																													
	37	34	39	14	0	0	124	1	0	0	0	8	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
FRANCES																													
	0	0	0	0	0	0	0	35	29	17	14	12	0	107	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TURISMO SOSTENIBLE																													
	0	0	1	0	0	0	1	49	55	46	46	58	0	254	0	0	0	2	3	0	5	0	0	0	0	0	0	0	
TOTAL.....	103	95	73	60	23	0	354	239	165	138	122	137	0	801	54	43	39	31	48	1	216	385	379	384	406	454	1	2009	0
TOTAL MATRICULADO.....	3380																												

TOTAL..... 103 95 73 60 23 0 354 239 165 138 122 137 0 801 54 43 39 31 48 1 216 385 379 384 406 454 1 2009 0

TOTAL MATRICULADO..... 3380





UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
CENTRO DE INFORMATICA
INFORME DE ASIGNATURAS POR GRUPO
AÑO LECTIVO 7 SEMESTRE 1

Pagina: 1

FECHA: 21/02/08 02:53:08

FACULTAD: EDUCACION E IDIOMAS

CARRERA INGLES (EDUCACION)

AÑO: 1 GRUPO: M111 TURNO: MATUTINO

PLAN	CODIGO	ASIGNATURA	TOTAL
99	EDI-101	INGLES INTEGRAL I	50
99	ESP-010	ESPAÑOL GENERAL	50
99	GEO-101	GEOGRAFIA DE NICARAGUA	57
99	MAT-010	MATEMATICA GENERAL	57

AÑO: 1 GRUPO: M311 TURNO: SABATINO

PLAN	CODIGO	ASIGNATURA	TOTAL
99	EDI-101	INGLES INTEGRAL I	68
99	MAT-010	MATEMATICA GENERAL	77

AÑO: 1 GRUPO: M411 TURNO: VESPERTINO

PLAN	CODIGO	ASIGNATURA	TOTAL
99	EDI-101	INGLES INTEGRAL I	47
99	ESP-010	ESPAÑOL GENERAL	51
99	GEO-101	GEOGRAFIA DE NICARAGUA	56
99	MAT-010	MATEMATICA GENERAL	50





UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
CENTRO DE INFORMATICA
INFORME DE ASIGNATURAS POR GRUPO
AÑO LECTIVO 7 SEMESTRE 2

FECHA: 21/02/08 02:53:40

Pagina: 1

FACULTAD: EDUCACION E IDIOMAS

CARRERA INGLES (EDUCACION)

AÑO: 1 GRUPO: M111 TURNO: MATUTINO

PLAN	CODIGO	ASIGNATURA	TOTAL
99	EDI-102	INGLES INTEGRAL II	62
99	FIL-010	INTRODUCCION A/L FILOSOFIA	51
99	HIS-102	HISTORIA DE NICARAGUA	55
99	PSI-101	PSICOLOGIA GENERAL	51

AÑO: 1 GRUPO: M311 TURNO: SABATINO

PLAN	CODIGO	ASIGNATURA	TOTAL
99	EDI-102	INGLES INTEGRAL II	54
99	ESP-010	ESPAÑOL GENERAL	51

AÑO: 1 GRUPO: M411 TURNO: VESPERTINO

PLAN	CODIGO	ASIGNATURA	TOTAL
99	EDI-102	INGLES INTEGRAL II	27
99	FIL-010	INTRODUCCION A/L FILOSOFIA	45
99	HIS-102	HISTORIA DE NICARAGUA	37
99	PSI-101	PSICOLOGIA GENERAL	40



Carrera	Vigencia	Nivel	Horario	Modalidad	Tipo de ciclo	Título Otorgado	Duración (años)	Créditos	Web
Ciencias de la Educación con mención en Inglés	Actual	Licenciatura	Sabatino	Presencial	Semestre	Licenciado en Ciencias de la Educación con mención en Inglés	5	211	Sin enlace

Detalle de datos

Exportar				
OpenOffice.org Calc	Microsoft Excel	Texto separado por		
Información de la oferta de <i>Ciencias de la Educación con mención en Inglés</i>				
Variable	2003	2004	2005	2006
Nº de mujeres matriculadas	195	240	291	311
Nº de hombres matriculados	193	212	232	251
Nº de matriculados de procedencia rural				
Nº de matriculados de procedencia urbana				
Nº de mujeres graduadas	11	12	8	41
Nº de hombres graduados	16	8	7	23

Datos de:									
Carrera	Vigencia	Nivel	Horario	Modalidad	Tipo de ciclo	Título Otorgado	Duración (años)	Creditos	We
Ciencias de la Educación con mención en Inglés	Actual	Licenciatura	Vespertino	Presencial	Semestre	Licenciado en Ciencias de la Educación con mención en Inglés	5	211	Si enl

Detalle de datos

Exportar				
OpenOffice.org Calc	Microsoft Excel	Texto separado por "		
Información de la oferta de <i>Ciencias de la Educación con mención en Inglés</i>				
Variable	2003	2004	2005	2006
Nº de mujeres matriculadas	98	87	98	69
Nº de hombres matriculados	50	54	46	36
Nº de matriculados de procedencia rural				
Nº de matriculados de procedencia urbana				
Nº de mujeres graduadas	18	1	16	6
Nº de hombres graduados	4	0	6	1

Datos de:									
Carrera	Vigencia	Nivel	Horario	Modalidad	Tipo de ciclo	Título Otorgado	Duración (años)	Créditos	Web
Ciencias de la Educación con mención en Inglés	Actual	Licenciatura	Matutino	Presencial	Semestre	Licenciado en Ciencias de la Educación con mención en Inglés	5	214	Sin enlace

Detalle de datos

Exportar				
OpenOffice.org Calc	Microsoft Excel	Texto separado por "		
Información de la oferta de <i>Ciencias de la Educación con mención en Inglés</i>				
Variable	2003	2004	2005	2006
Nº de mujeres matriculadas	89	108	116	127
Nº de hombres matriculados	41	49	60	69
Nº de matriculados de procedencia rural	0	0		
Nº de matriculados de procedencia urbana	0	0		
Nº de mujeres graduadas	0	12	0	2
Nº de hombres graduados	0	3	1	1
Buscar datos de esta misma institución		Buscar datos de otra institución		